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ABSTRACT

The Program for Educational Opportunity, an institute based at the University of Michigan and established by the Office of Education pursuant to Title IV of the 1964 Civil Rights Act, is designed to assist school districts in the process of desegregation. The Program annually conducts a series of conferences. The Conference on the Role of the Principal in the Desegregation Process, held August 9 and 10, 1972, was designed to afford insight into the ways in which principals can effectively deal with the problems of establishing programs and procedures that will provide for quality education in desegregated schools. The following documents are presented in this report: "Efficient use of administrative time," C. Van Vorhees; "Discipline?" an examination of the concept of discipline and its educational implications, by F. C. Leonard; "The principal's role in discipline and desegregation," J. F. Pollack; "Involvement," a presentation of some key ideas regarding the educational steps to be taken to insure meaningful involvement by young people in the American scene, by F. C. Leonard; "The student: what he or she brings to a desegregated setting," J. S. Favors; and, "Staff development: a tool for improving instructional programs in a desegregated setting," H. L. Pearson. (JM)

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Proceedings of Conference

on

THE ROLE OF THE PRINCIPAL IN THE DESEGREGATION PROCESS

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PREFACE

The Program for Educational Opportunity is a university-based institute designed to assist school districts in the process of desegregation. The Program, based at the University of Michigan, was established by the U.S. Office of Education pursuant to Title IV of the 1964 Civil Rights Act.

Besides providing in-district services on request and without charge to public schools in the six state region of Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin, the Program annually conducts a series of conferences. During the spring and summer of 1972, four conferences were held at the University of Michigan in Ann Arbor, covering topics of critical importance to school board members, administrators, teachers, students and community. These conferences were entitled:

Developments in School Desegregation and the Law

The Personnel Director in the Desegregation Process

Multi-Ethnic Curriculum and the Changing Role of the Teacher

The Role of the Principal in the Desegregation Process

The Program has transcribed or received written copies of the major presentations from each conference and is making them available to anyone interested in the pursuit of equal educational opportunities.

To the consultants from professional associations, governmental agencies, university communities, and practicing educators and attorneys, the Program expresses its appreciation for their sharing of experience and dedication to the proposition of equal educational opportunity.

Special appreciation is due Dr. Wilbur Cohen, Dean of the School of Education, for his continuing interest and support of the Program; and Henry Johnson, former Associate Director of the Program and now University Vice-President for Student Services, for his participation in the development of the conference series.

Finally, contributions of the below listed individuals responsible for the planning and coordinating of the conference series and these proceedings are acknowledged.

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INTRODUCTION

The Conference on the Role of the Principal in the Desegregation Process, held August 9 and 10, 1972, was designed to afford insight into the ways in which principals can effectively deal with the problems of establishing programs and procedures that will provide for quality education in desegregated schools.

The conference emphasized discussions on the effective recognition of the diverse backgrounds that students bring to a desegregated situation, the effective use of teachers and non-instructional staff in the educational program, the development of staff and the necessity of staff commitment to the goals of quality desegregated education, the efficient use of administrative time, and the establishment of educational priorities.

THE ROLE OF THE PRINCIPAL IN THE DESEGREGATION PROCESS

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Fred C. Leonard	Principal of Forsythe Junior High School, Ann Arbor, Michigan
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EFFICIENT USE OF ADMINISTRATIVE TIME

C. Van Voorhees

I'm going to start off by asking a couple of questions. First: how many of you have too much time, time you don't know what to do with? Next: how many of you have too little time to do what you want to do? You know, it's a funny thing how people's ideas of how much time they have affect what they do. If you have too much time, of course, generally Parkinson's Law takes over and you fill the amount of time you have with the job you have to do, which may mean that it will take you two weeks to scrub the floor. In the other case, usually the Peter Principle takes over and you don't accomplish those kinds of things that you wish you could, simply because you think you don't have enough time for them. Usually when people tell me they don't have enough time to do the things they want to do -- "There just isn't enough time in a day" -- usually, these people are wasting time. For example, they're wasting

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Dr. Van Voorhees is Chairman of the Department of Educational Administration at the University of Michigan.

time sitting around telling me that they never have enough time for anything. How many of you are guilty of that kind of thing?

What I'd like to do today is to have you try some things and give you some information that may, in fact, help you to decide how to spend your time better, accomplish all the things you'd like to accomplish, and still have time left over to do some other things.

I'm going to make a rather blunt statement. That is that most of you -- most of us -- don't know how to effectively plan and use our time, and that we, in fact, have a lot more time than we need to accomplish the things we're planning to do. We just don't know how to use it. And because we don't know how to use it, we enter into the hustle and bustle syndrome; we scurry around looking very busy, stacking papers, doing a lot of things that aren't accomplishing the ends that we dream about.

Those of you who say that you don't have sufficient time are really saying something other than that to me. You're saying that you really don't know how to make effective use of time. I would guess that, number one, you are a minute waster. A second guess is that you don't have a life plan. This is the only life you have to live; it's all there is, as far as we know. You may believe in another life, but the only thing that is guaranteed is right now -- this life that you have right now. And if you don't

plan in order to use it effectively, one of these days you are going to wake up and say, "Gee, it's almost gone. I wish I had done this." If there are things that you really want to do, if you don't plan ways to get them done right now, someday it will be too late. Then you'll use the familiar excuse, "Well, I would have done it, but a lot of things got in the way."

One thing that I'm assuming, then, is that you probably don't make effective use of minutes. Most of us don't. We waste minutes -- and we may also waste a lifetime, simply as the result of a lack of planning. We plan for the hours and the days. We react to most situations in the present; we give importance only to what is going on right now.

Here's something interesting: one of the things we have to admit right now is that we have wasted about 12 minutes, if, in fact, we are going to have an hour and a half session today. We have wasted 12-15 minutes just getting started. This is another example of how we just don't give minutes the respect that is due them.

How many of you have missed an appointment by five minutes within the last week? All of you have, except the very few who were in here at 25 minutes to one. How many of you have missed another appointment by at least five minutes? How many of you have missed an appointment with more than one person by at least five minutes? Not only did you waste your time, but you wasted theirs, as well.

Those were just minutes, but minutes are important. Now, if you missed an appointment by an hour, you'd be apologetic. "Gee, I'm sorry. It slipped my mind." You probably would call to say that you were going to be late, and then the other person, if he knew how to, could have used that hour. But if you're only going to be six or eight or ten minutes late, you don't bother to call, because that's only minutes, and minutes aren't important.

I would maintain that more minutes are wasted in a day than time is used effectively all together, because those minutes really begin to add up. "Gee, I've got this task to do, but it's only 15 minutes till the bell rings." That's what we used to think when we were in school. The trouble is that we have carried that approach right on through to our adult lives. "Well, I only have 10 minutes, so I can't do anything with it."

Yesterday I found myself in an airport out in Portland, Oregon, with a flight planned on an airplane that had an engine being torn apart. That was my only way back at that time without going through San Francisco and arriving here about 8:30 this morning. So I had to make a decision: should I take a chance in waiting for the plane to be repaired, or should I take the other route? It was important to make a decision quickly because if I didn't, if I began to vacillate, my options began to disappear. The plane that was going via Denver was just about to

leave. That was one decision I had to make quickly, and I said,""No, I'm not going on that one. I don't like the Denver flight because there aren't enough options going out of Denver." Another plane was leaving at 9:00 for San Francisco, from where I could have taken a midnight flight and arrived in Chicago at 6:30 in the morning. I had about two hours until that left, so I could hold off on that decision. I needed information, so I went to the flight director and said, "Give me a projection. Are you going to fly this plane out of here today, or aren't you? I don't care what time -- but will it be today?" He said, "Yes, it will go. We don't know what the trouble is yet, but it will go." Okay, that gave me the information that I needed. Finally I decided that I would be going on that plane when it left.

My wife was planning to pick me up at 8:30 in Detroit. I could have sat down and worried about her waiting for me, but instead I picked up a phone and said, "There's something wrong. I don't know when I'll be in, so stay home. I'll call you when I get to Chicago, and you can pick me up in Detroit." So that was taken care of.

Now, the question was, what would I do? I had an uncertain amount of time; I didn't know how much time it was going to be. It would depend on how quickly they could repair the plane. I could sit around, I could have a drink, I could look at picture postcards; I could do many things.

Not me. I carry some things with me so that when I have spare minutes I can do something. I carry books that I want to read.

How many of you would like to read more than you do? How many of you have a book with you today? Good. Some of you, at least, have a book with you. How many of you used at least ten minutes today during the lunch hour to read that book?

The point is that some of you want to read more, and you never know when you're going to have some time, so it's a good idea to have a book with you to fill in those chunks of unexpected free minutes that turn up in everyone's day. Don't carry a stack of books. (You've seen the paperamaniac -- the book maniac who carries a whole stack of books and walks stooped over from the weight of them. He never reads any books -- he only carries them.) You can only read one book at a time, so take only one. If you really do want to read more, take a book with you so that when you have minutes you can read. You don't need three hours to sit down and read. It's nice if you can plan three hours, but you don't need that much time to get some reading done.

One of the basic problems we have in using time effectively is that we haven't effectively set goals that we want to accomplish. We don't know where we're headed. Now, how can you use time effectively if you don't know what you

want to do? As administrators, we are guilty of this. We are guilty of two things: complaining about time, and complaining about money, when, in fact, if someone gave us one year and a million dollars, we'd have to stop and think what we wanted to do with it, simply because we wouldn't have a plan.

What I'd like to have you do now is to take a sheet of paper and list on it five things that you would really like to get done, but that you're not getting done. They can be administrative, they can be personal, they can be related to your family, they can be religious -- anything you want. (If you're accomplishing everything you want to, that's wonderful. I can't believe it, but it's wonderful.)

Once you have the five, I want you to eliminate one of them as less important than the others: if you had to get rid of one of those, which one would it be? Now eliminate another one. Work backwards through all of those till you have only one thing left that you'd really like to accomplish; something you're not getting done that you would really like to get done.

Now, when the group around you, four or five of you, have each come up with one thing you want to get done, I want you to swing your chairs together in groups of four or five, and I want you to convince the other four people that you have a two-step outline that will get you on the

way to accomplishing your goal. Take one minute each to convince the others in your group that you know how to get that done, and that you're going to start on it by next week. If you are going to accomplish that goal in a reasonable amount of time, how are you going to do it?

There are several things you should think about in relation to your goal(s). First, don't give us any pie-in-the-sky type of thing that doesn't mean anything. "Make a more meaningful curriculum;" meaningful for whom? For the teachers? The students? Their parents? For me? Who is it meaningful to, and what does meaningful mean? Communicate, learn to use words to describe what you want to do in such a way that you are communicating, to the people involved and to yourself, what you want to accomplish.

Second, you should remember that a goal should be believable. What I mean by believable is that the people involved in the goal should have value systems such that the goal doesn't run contrary to those value systems. If, for example, a person has a very high value of service to others, a middle value of honesty, and a low value of personal wealth, he is a person you can ask to be dishonest to help other people, but you can't ask him to be dishonest to help himself. (We run into a lot of the reverse type; people who will be dishonest to help themselves, but not to help others.) We should have to look at value

systems and ask,"Is this goal believable in terms of the value systems of the people involved, or are there going to be values that come in so much conflict with what we want to do that it will be impossible to accomplish anything?

Here's a simple kind of example. If you, as principal of a school, are working on division of the grading system of that school, and if you believe that reward is a better way of learning than punishment, then, for heaven's sake, don't go to a committee of people who believe just the opposite. Your goal of making a curriculum that enhances the students' learning according to your values is not going to be realized. Make sure you pay attention to your values and to those of the other people involved. Don't set up goals that are outside your value system, because you won't be able to achieve them.

The third thing to remember is to make your goal achievable, and that means you have to be able to do it with the strengths that you have and that are in supply. If, for example, I said, "I'm going to dig a swimming pool right out here in this grass," and I have only a small shovel and I say I'm going to dig it by this afternoon, then my goal is not achievable, and I should know that. If there's someone in the room who has a bulldozer and can help me dig my swimming pool, then it may become achievable. Don't set up goals you can't accomplish. If you have the strengths

or necessary abilities at your command, then go ahead; but if you haven't, you had either better go get them, or you had better give up on the goal.

The fourth thing to keep in mind is that you must have some control over the possibility of achieving your goal. Here is one area where, as leaders in education, most of us fall down. We expect that because it's our goal, it's also someone else's goal. If the only rope you have to hang over someone's head is that he'll be fired if the job isn't done, you may get it done, but you'll get a job poorly done. If I ask for the involvement of others, if I set up a goal that involves other people, I'd better make sure that they accept that goal, too. Otherwise, they're going to be "helping" all the way by dragging their feet. They're not going to go along with it. If I set up a goal that you don't believe in although you're involved in achieving the goal, then I probably won't be able to control the outcome, because you're going to be helping me fail. So make sure that if you set a goal involving others, you ask them if they are willing to be involved and accept that responsibility and make sure that you feel that they have agreed in honesty. That's the bad thing about having to assign tasks to people who don't want to do them; you get a poor job done or no job done at all. That includes tasks that you set for yourself, by the way.

Point number five is to make your progress measurable -- set deadlines for your goal(s). Measurable; now, that sounds like a research project, but it's really not. I asked before how many of you would like to read more. If you set a goal to read more, you could have that same goal many years from now. You still wouldn't have read any more, but you would still have the same goal. The way to avoid that is to set a date when you can measure whether in fact you have or have not accomplished what you set out to do.

For example, if I determine that I will read one book from the bestseller list in a magazine by a week from Friday, on that day I can say that I either did or did not do what I said I would do. That's a measurable goal. But if I say that I am going to read one book on the bestseller list by three years from now, I have the same end achievement, but I can keep saying for years, "Well, I'm working on it." How many of you have set vague goals like that for yourselves? Then maybe ten years from now, you still won't have come through, because you didn't set up a timeline -- a time when you could check yourself and ask, "Did I, or did I not accomplish that goal?" Every year, you may keep on saying, "I'm going to get that curriculum revised this year. I'm really going to turn it around and we're going to be doing some new things." And "this year" will come and go. Because, you see, you never said definitely that you were going to set up a date to work on it by next

Tuesday, for example. By next Tuesday, you would at least know whether or not you had gotten anything done. You still wouldn't be at your long-term goal, but at least you would have made a start.

The sixth thing to remember is that your goal must be desirable. You must recognize, too, that different people see desire in different ways. You and I, for example, can postpone our gratification to some extent; little kids can't. If you told your kids, "I'll give you your allowance at the end of the year if you're good," they couldn't possibly "be good" for a whole year. That's too long. Why, they can hardly wait for Christmas when it's two days away. For them, the reward has to be very close to make it desirable. You and I can wait a little longer than that.

Suppose that you were told, though, that you wouldn't be paid until the end of the year. You would very likely be pretty upset about it. Just moving from every other week to once a month is traumatic for some of us, because our reward isn't coming often enough. So desirability is, in a sense, related to reward.

I heard some of you talking about having the goal of earning additional degrees. This may be your reasoning about that: "It is not particularly desirable to go home and spend from eight to eleven o'clock at night writing a paper; that's not very desirable. I really don't care whether or not I write the dumb paper; it's not very

desirable either. And I couldn't care less whether or not I pass the class, and I really couldn't care less whether or not I get the degree. However, I would like to make more money. And in order to get that money, I have to get the degree; in order to get the degree, I have to pass the class; in order to pass the class, I have to write the paper; and in order to write the paper, I have to spend three hours working on it."

Desirability, in this case, is four steps away, but you can find it if you look for it. If you can't find desirability -- a reward in the system somewhere that makes your goal desirable -- then you won't be able to get the job done, because you won't really want to do it. When you're giving out assignments, delegating jobs, make sure that you are delegating to people whose value systems are in accord with their given roles, and who say that they would like to do the job; and who, in fact, do want to do it -- or you're not going to get it done. Also, remember to give people dates for completion of all projects. Otherwise, you might ask someone six months from now, "How are you coming on that project?", and he'll say, "Oh, I forgot about it. I'll get busy on it." "Well, I want it tomorrow." "But that's a six month job!" "I gave you six months." "But you didn't tell me I had six months." If you didn't tell him that he had six months to do the job, you had better get it to someone else and wait another

six months, because he's not going to have it.

The seventh point is that you must not offer yourself alternatives. Most of us usually have a couple of alternatives for the evening. You may tell yourself: "I'm going home and I'm going to either mow the lawn or clean the garage." What will possibly happen is that you will go home and do a couple of cranks on the lawnmower, and it won't start. So then you'll start moving things in the garage, but the dumb lawnmower will be in the way. The next thing you know, you will be watching TV and not accomplishing either of your goals, all because you set up alternatives. "I'm either going to mow the lawn, or" -- a big teeter-totter in the word "or" -- "I'm going to clean the garage." Spend your time on one goal and then move on to the other. Only try to do one thing at a time.

The eighth and last point, I think is a rather obvious one: group facilitating. That means that your goal should not be injurious to you or to the others involved.

Setting goals takes practice, and setting goals that are accomplishable takes even more practice. Don't take planning lightly; if it is to succeed, it must be done thoughtfully and with care.

How many of you are principals? Let's admit that teachers have a better-planned system than we do, in the sense that we, as administrators, have something set up for them,

while there is no one who can set anything up for us. We set up time-blocking for the teachers: "You will teach a written paper, from this time to this time," or, "You will teach Geometry II." No matter what they do in a certain time block, we at least know that they'll be there physically. So we have set up a kind of a schedule for them.

However, we are responsible for planning our own time, and it is up to us to make sure that we don't waste our lives dealing with trivia. How many of you, as administrators, have those picky little things you have to do every day? One if those things that we should do, but tend not to do, is to think of those things and list them all. Then go back over the list and figure out which jobs could be delegated to someone else. First of all, you have to get over the thing of thinking that you are indispensable. Let's face it; every one of your trivial jobs could be done by someone else. If that is where you get your rewards, out of doing the daily trivia, then you have problems, and you need to start working. That is probably why you never have time to do things you want to do. So sit down, take a look at that list, and ask yourself, "To whom could I delegate this?" And when you have figured it out, give the task to that other person to do. Now take a look at whatever you are left with after you cut that list, and figure out how much time the things you're left with would take to do. My guess is that the trivia of the daily operation -- trivia that doesn't take much talent to handle, just time, but has

to be done regularly -- by the time you put it all together, would take less than an hour to complete.

Now, you can do one of a couple of things. You know that you need an hour to get rid of trivia so that the rest of the day can be worthwhile, so where can you best find that hour? All right, one way would be to tell your secretary that you will be busy from nine to ten handling the trivia of the day. You can tell her, "Unless it's an emergency -- and you had better know how to judge an emergency -- I don't want to be bothered. I have an open door policy, except from nine to ten, which is when I will handle the nonsense. I'm getting it done then so that I can handle the open door policy the rest of the time." If you're doing it this way, give yourself a fair chance of accomplishing it so it's out of your way and you don't have to feel guilty about it all day and keep trying to work it in here and there between other things.

The second opportunity is to say, "There are minutes here, here, here, and here, and I can do these certain things during spare minutes. I will carry this one with me." When you have three minutes between things sometime, that's when you can do it. So another way to get the trivia out of your way is to use those minutes.

Another thing to remember is to do the things you need to do weekly. There are some things in your schedule that need to be done once a week. Block them out and categorize

them. Say, "Here are the ones I can get rid of that will be handled. Here are the ones I still have to do. This is one that I will do this morning, this one Thursday afternoon. Here's one that will be done on this day -- " and put it on your calendar. Don't try to remember all the things you have to do. That's the worst thing to do; you spend more time trying to remember what you are going to do, than doing it. I carry a list all the time so that I always know what things I have to do, and I am convinced that is one of the best ways of keeping track of what has to be done.

The method I use for getting trivialities out of the way is to take time in the morning. First, I may stop at the secretary's desk and say, "I want you to put calls through to these five people right now." That means that I won't have to worry about it. She'll call, she'll take most of it off my back; the dialing of the phone, the listening, the finding out that someone won't be in till ten, and so on. I may get only two of those calls accomplished, but at least all of them will have been placed. I have made contact with two of them. Of the others, it may turn out that one of them will be in later, another tomorrow, and the third one is on vacation. So I have the secretary call the first person later that day; I jot down a note to have her place a call to the second one first thing the next day; and I make some decision about the man who is on

vacation. If I know he's going to be back in two weeks and I don't need him until then, I turn two weeks ahead in my appointment book and put down a note. Then I don't have to remember it any more, but I will come upon it as I go forward in the book.

There are those other things you do once or twice per year or per semester. You need to plan those in, too. But most important, once you've learned to handle the fact that you have all kinds of trivia to take care of and you have taken care of it, either by delegating it or by putting it in a time block and getting it done early, suddenly you're going to find that you are dispensable. "There's no reason for my existence." Now is the time to decide what those things are that you're really hired for, other than trivia. What are the changes that need to be made in this educational system? How can you best involve students and parents in what is going on, and what will be your first step? Set those long-range goals up, and now block some time and say, for example, "Okay, Tuesday afternoon from one to four is the time that I have open. One of the big complaints going around is that there has been very little contact between school and community. I will spend the time between one and four making contact with local people in their homes." You are going to go out and say, "I'm John Smith, the principal of blank school, and I'm trying to get out to get to know people and find out what they think about

our school and the school system in general." There's the time you have been looking for. You can finally deal with an issue that you have been complaining you didn't have time to think about, simply because you got some of the trivialities out of the way.

Of course, crisis situations can come along and ruin your schedule, but many things that we classify as crises are not. You are the one who is supposedly trained to make those decisions. Is it a crisis, or do you just like to make it sound like a crisis, so that you can be needed and wanted? When a teacher comes in screaming, "Johnny's done it again," is your immediate reaction, "I have to deal with this crisis"? Or is it your reaction to ask, "What has Johnny done again? Tell me what it is and let's talk about it, and then I can decide whether or not I'm needed."

Things like fire alarms you do have to respond to, and they can throw your plans off. But if you have things down in systematic form, if you have your trivia reduced to its smallest element, you have time to take care of it. If you have gotten rid of or planned-out your weekly trivia and tasks, you are ready to begin to work on the development of things you really would like to accomplish in this system you're working in, those things that are usually pie-in-the-sky things, because we say we don't have time to do them.

My guess is that all of us, regardless of how well-organized we are, still have time that we can make better use of once we learn to take some time to plan. I have already told you how I walk in in the morning and leave the names of people to be called with my secretary. What I do then is to go into my office and ask myself what I can do while I am awaiting the results of the phone calls. One of the things I can do is to spend a few minutes dictating a necessary business letter. I can do that in three minutes, and that's a minute usage that will help me accomplish the things I must do that day. Anyone can do things like this; it's not difficult.

If you have trouble with this system, the first thing to check is whether or not you actually understand your own values and priorities. I spent the night before last, from about eight PM to midnight, talking to a center director who wasn't looking clearly at his own priorities. He came to this workshop with his two boys because he hadn't seen them for long enough in the last year to say hello to them. He brought them along saying, "I have only an hour-long speech to give in these two and a half days, so I'll spend some time with my boys." Now, where do you think he spent his time? Not with his boys. He spent his time saying, "Hey, I'll stick around and listen, and sit in on this panel," or, "I'll rap with you now about that problem you're having."

I said, "Friend, stop and think. Where are you getting

your rewards? What does your value system say about this?" It was very obvious to me that achievement was important to him and recognition was important to him, and he was apparently getting it from others. Because I don't care what you tell me is important to you, I don't care what you tell me your value system is, but if you map out a day and tell me what you do, then I will know what is important to you.

If you say that your family is very important to you, and yet you don't spend any time with them, I'll say that they are not very important to you. They are only important when you feel guilty about neglecting them. They are not important otherwise, because you never spend any time with them. If you tell me that you sincerely believe that we ought to visit classrooms in order to help teachers become better at their jobs, and yet you never visit a classroom in a day's time, I will tell you that you don't really believe what you said. If you did, you'd make time to do it; if you don't it's not that important to you.

So take a look at what you do with your day first. Take a look at what you are doing that you really have to do. Get rid of that which you don't have to do, either by eliminating it entirely, or by delegating the job. Cut the list down, and then start trying to work in some of those things you've been saying are important to you, like having more time with your family.

I met a superintendent once who said to me, "Any principal I have who can't do his job from nine to five isn't efficient and isn't effective, and I don't want him." What he was really saying to me is that if you organize well, you can accomplish twice as much and spend more time on the things that are really of value. You just need to stop and think first about what you really want to accomplish. You don't need to work 24 hours a day. Show me the guy who works 18 hours a day, and I'll show you a guy who wastes a lot of time and gets rewards out of working all the time.

One of the rewards some people get out of working all the time is the "poor soul complex." If I play a game of "I'm better than you;" you may play a game back called, "You don't know my troubles." These are games that people often play. What I do is to get up and try to impress you with the fact that I'm organized and you're not. That is my game of "I'm better than you." Really, of course, I'm not. I just hope that you are picking up a few tips on how you can be better organized --and every time I do this, I pick up another one, too. But the game you may play back to me is, "The troubles I have, nobody should have. You have bever been in my school." These are games we play with each other all the time.

Stop it, for a little while, at least. Plan some time to plan. Take a look at what you are doing, and take a look at what you think you would like to do. Test each

thing out sometime. List all the things you want to do that are important in education, and then put down whether or not it is something that you think you should do, whether or not it is something that you would like to do, and whether or not it is something that you will do. We all have a lot of guilt hang-ups about things that we think we should do but aren't doing, either because we don't like to do them, or because we get our rewards in other places.

If you can organize your schedule, keep in mind that it will also affect the people around you. The media is the message, just as what the teachers says is not nearly as important as what the teacher does in the classroom. Similarly, what the principal is, is much more important than what he says. If he says, "I sincerely believe that we ought to have a lot of input from students," but he never talks to a student because he "doesn't have time," the message really is that he doesn't care about students. You, as an administrator, must illustrate effective use of time to teaching staff and to students, and you must illustrate the kinds of things you were talking about earlier today; at least some sympathy, and hopefully some empathy for people and their situations.

But to illustrate it is not enough. You have to give people some model to follow that will show them how to modify their behavior. How many of you have read <u>I'm Okay, You're</u>

Okay ? If you haven't, I hope that you will, because it talks about some really important things. I'll give you a quick introduction to some of the concepts in that book now, so that you can question who is really controlling you.

There are three people in all of us: the child, the parent and the adult. The child is formed very early. At least at birth, or maybe before that, he begins to form his feelings about things. "That hurts; I don't like you; You made me mad; I'm going to cry" -- basic, simple kinds of feelings.

The parent is formed by the input from our parents and from our significant other adults saying things like "All policemen are bad; You must go to school; Schools are good places; Schools are bad places." Those absolutes that we are taught become a part of us. We really can't trace them back to their actual origins, but they become a part of our thinking. It is only when, at a relatively early age, the adult ability begins to come in, that we can sort them out.

The other night, very late, I was talking to an airline stewardess on a plane about this, and she said, "Illustrate that to me." I said, "Take the situation today with the plane that was going to be late in taking off. I could have treated that situation from the viewpoint of an adult, a parent, or a child. If I had treated it as a parent would have, I would have started hassling the fellows at the ticket

office. If, when I asked, 'When is the plane going up', they had answered that they didn't know, I would have turned to the guy beside me and said, 'These guys never know anything about plane schedules. Planes are always late anyway. Why don't they just tell us that? This airline is never on time, they don't keep their planes up.' I would start with a set of absolutes and work from there, very dogmatically.

"If I had treated the situation as a child would have, when they had told me that the plane was going to be delayed for some indefinite period of time, I would have cried or hit the ticket seller right on the nose -- I would have gotten mad. My feelings would have ruled me, and I would have felt only turmoil inside.

"If, however, I were to treat the situation as an adult, I would say, 'Firstly, things do happen to planes. Secondly, I'd much rather ride on one that was fixed than on one that wasn't, especially when it's a DC-10 and it weighs so much that I couldn't possibly hold it up.' I would deal with the problem as an adult and figure out how to use the extra time I had gained, too. So any situation can be approached in one of three ways: from the viewpoint of an adult, a parent, or a child."

It is very difficult in some situations to respond as an adult rather than as a parent. But stop and ask yourself who is talking. When you say that you "simply don't

have enough time," is that the parent talking -- the parent who says that principals always have more than they can do? Or when you're uptight and you're really feeling pressed and you say, "I was just threatened," is it the child talking -- the child who is responding because somebody has made him mad by questioning him? That's childish behavior.

The three aspects are always there. If you have something you want to accomplish, though, you must learn to deal with the adult, because the child is pleasure-oriented, while the parent, although he is teaching-oriented, can never get down to work. He has all the absolutes, so he doesn't need to. The adult is the only one of the three that can really take a constructive approach and deal with things in a realistic manner.

Well, we have just hustled through 83 years of time planning in one very short session. Now it is up to you, individually, to decide where you go from here.

D I S C I P L I N E ? ?

Fred C. Leonard

After fifteen years in teaching, the whole concept of discipline is somewhat obscured by practice or the changing times. What it means to one teacher or community may vastly differ under different circumstances.

One must continuously ask the question over and over, "Discipline! What is it?"

a) frustration?

b) oppression?

c) learning or training?

d) pressure?

According to the American College Dictionary the word discipline can be defined as meaning one or all of the following:

1) Training to act in accordance with rules; drill.

2) Instruction and exercise designed to train to proper conduct or action.

*3) Punishment inflicted by way of correction and training.

4) The training effect of experience, adversity, etc.

5) Subjection to rules of conduct or behavior; a state of order maintained by training and control.

6) A set or system of rules and regulations.

7) Eccles. the system of government regulating the practice of a church as distinguished from its doctrine.

8) A branch of instruction

9) To train by instruction and exercise.

10) To bring to a state of order and obedience by training and control.

*11) To subject to discipline or punishment; correct; chastise.

* The most commonly accepted definition in practice.

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In the book Discipline and Classroom Management by Bellon, Jones, Poirier and Sommerville, discipline means:

"1. In this sense we mean by 'discipline' the degree of order we have established in a group. Thus we say: 'Miss X doesn't seem to have much discipline in her seventh grade....' By the 'discipline we have' we usually refer to the degree of organization we have achieved in a group. The question of just how we have obtained this organized functioning of a group is left open.

"2. In this sense we mean by 'discipline' not the order we have, but the trick by which we have established order. For instance, 'Say, Miss Jones, what discipline do you use in your grade?' or 'She has a good homeroom, but I don't quite like the discipline she uses...' By the 'discipline we use' we mean: anything we do to establish, maintain, or repair order in our groups...

"3. In this sense people often use the word--the verb especially--as a euphemism for punishment. 'I am sorry there wasn't anything I could do with him...' In these cases we do not talk about order, but about a special way of enforcing it. And among the dozens of ways of encouraging the growth of order, we mean simply one, as though it were the only one, namely, punishment."

Meaning #3 above and the single * from the American College Dictionary definitions seem to be the most commonly accepted illustrations or definitions.

If discipline is, in fact, training, then why must we train with the big stick concept? The student of today is not the student of twenty years ago when we were "disciplined" to accept any and everything an adult told us. Students of today are beginning to think, a "discipline" once reserved for adults, only.

If as we say "a student is a discipline problem," we are saying that he is not responding to training as set up by us (the educational community). If this is the case, then let us take a long, serious look at our discipline policies and weigh them against what we feel would be good, sound, humane practices.

What, then, are the educational implications to discipline training? Lets explore very briefly just one aspect of the problem, the enforcement of a tardy policy:

Symptoms:

1. Student Feelings -- anxiety, frustration, oppression

   When bells ring to indicate that you are either late or on time, there are certain inherent problems related to it:

   a) The anxiety that builds as a student realizes he is going to be late. What will happen?

   b) The anticipated teacher rejection and peer ridicule that follows the teacher reactions.

   c) Why do they even ring the "....." bells. They will call my mother.

2. Teacher Feelings -- anxiety, pressure

   I must do or say something to _____ when he is late. This will re-enforce its importance to all, and especially _____. But...he will probably say "...." and what will I have to say to maintain class control and also make him realize what he did was wrong?

3. Class Feelings -- anxiety, potential guilt

   Why do we have to respond to bells? Can't we be trusted to get some place on time? We aren't little kids. Can't we be treated with more respect? I hope I'm never late because they always embarrass you in front of the kids.

A day can be ruined for a student, teacher, and class because someone was late to first period in the morning.

Why? ?

What kind of climate do you set in your classrooms?

THE PRINCIPAL'S ROLE IN DISCIPLINE AND DESEGREGATION

Joseph F. Pollack

In a 1972 publication by the National School Public Relations Association entitled Student Rights and Responsibilities, that document enumerated recent court decisions which have literally forced schools away from the doctrine of "in loco parentis". In a U.S. Supreme Court decision in 1969 in Tinker vs. Des Moines Independent School District and by other court decisions, the nation's schools are increasingly recognizing that youth and class and color are no bars to a student's possessing and exercising his rights. The Tinker decision said, in effect, that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate", according to former Associate Justice Fortas. And so the doctrine of "in loco parentis" -- the notion that schools and teachers can exercise total control over their charges

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as parent-substitutes -- has met its demise.

What, then, is the connection between this decision (and others like it) and the desegregation thrust? To begin with, the theory of "in loco parentis" has always contained weaknesses. C. Michael Abbott of the Detroit Neighborhood Legal Services Centers in an article in The School Review, says that the absurdity of the doctrine was most evident in the relationship between, say, a white middle-class teacher and an urban black child where, in most cases, the relationship could hardly be described as familial. One authority on school law traces the origin of this theory back to the Code of Hammurabi in the 18th Centruy B.C., and suggests that if it worked (or ever worked), it probably involved situations where teachers were true parent-surrogates, or in days past where the school was the true "second home" of the child. The task, then, for the modern school and teacher, especially in the desegregated setting, is to provide for each child's maximum exposure to educational opportunities, experiences, and alternatives, and, to paraphrase the ad, "make (educational) progress our most important product". It is not to set up artificial rules and regulations about behavior, and to attempt to justify them on the basis of some warmed-over 19th Century pedagogical morality scheme.

Just any students' rights and responsibilities statement will not satisfy today's youth. Just witness

the radical change in the Ann Arbor Discipline Policy of the past year where the major emphasis is on due process in discipline procedures, especially regarding suspension. Forcing a student out of school and then denying him the privilege of making-up work (a clear-cut example of double jeopardy) was a major focus of attention in the policy. But most important was the emphasis on consistent behavior by teachers and administrators in carrying out decisions under that policy. The policy, of course, still stands as an imperfect doctrine, since the principal or his designee serves as judge, jury, and chief head-chopper in all cases, even if the crime was committed against the officiating administrator. On the bright side of this policy is the inclusion of a mandatory hearing at which the student may designate an advocate (even an attorney, if he chooses).

In all discussions of the role of discipline, however, hangs the key term "consistency". Parents, students, community, and especially the courts, are more concerned about fairness (substitute the word consistency) than they are about any single item a discipline code may contain. In a recent study of the results of a desegregation (bussing) project in Riverside, California, the major concern of Black and Chicano parents was that their children would be judged by a different standard than their white counterparts (in this one-way bussing program).

And they were justified in their fears. As Jesse Wall, a former Riverside teacher and administrator now with the Pasadena School District said, "In most desegregation efforts, the attitude of teachers toward their new arrivals is 'to wait for those kids to turn white', and, as we well know, black and brown and red kids are not 'turning white'." Predictably, with little or no teacher in-service training preceding this desegregation effort, the teachers translated behavior patterns into academic standards. In an early study made by Jane Mercer, a professor at the University of California, Riverside, she asked teachers to evaluate their students on 125 criteria items of "good" or "bad" behavior and "quiet" and "noisy". The behavior profile of each child was then compared with his academic standing. The profile and grades were identical; and the bussed kids got the worst of both. Ironically, many of the teachers took little pain to attempt to modify students' behaviors which were, in many cases, self-destructive. Much of the teacher behavior, as was later pointed out to them, was based on fears: fear of newcomers with different outward behavior and fear of being accused of discrimination (and so, therefore, doing nothing). With subsequent studies and intensive in-service programs, including restructuring of school practices, such as ability grouping, changes

have begun to take place. The greatest lesson learned by the Riverside staff was that a double standard of behavior expectation produces a double standard in student behavior. Teacher expectations bring about student elaborations, and consistency (substitute the word fairness) is the key.

I N V O L V E M E N T

by

Fred C. Leonard

Robert Kennedy said in 1964:

> "The young are going ahead in their own way and in their own time.... Across the globe they are a force of whirlwind proportions, and the world of tomorrow will hear the imprint of their ideals and their goals. For this reason, we must be concerned about them."

To be a part of the American scene today is to be involved. As adults we readily identify our level of involvement or the degree to which we are involved. But what about our young people of school age that want to become a part of this involved set? What educational steps have we taken to insure meaningful involvement? Are they prepared and are we prepared?

Most young people reach a level of involvement that is acceptable to most parents and teachers, i.e. athletics, clubs, elected student government, however is this the level the more "informed" students desire?

What about the "radicals?" What about the minority student or the activist antagonist type students? What has been done to prepare this segment of the student population for their perceptions of involvement? This is the level of student involvement that threatens parents, teachers, and communities. U.C. Berkeley, Kent U., U.C. Santa Barbara, Chicago 5, San Francisco 7 -- were these involved people expressing some feelings that we were not ready to deal with or were they just trouble makers? This area or level of involvement is one that most frustrates the adult community.

The educational institutions at all levels--elementary, secondary and higher must become actively involved in a program that will help each student

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reach his level or degree of involvement. The range is wide from meaningful classes to active political interest. Students must be prepared and then given the opportunity to practice their skills without the threat of ridicule or physical harm.

How do we approach total involvement on the part of the students of the public educational institution?

Here are some key ideas:

1. Consistency--in order to be responsible one must have contact with someone who is dependable. (Your behavior must be consistent with your demands.) Consistency in the realistic demands (kind) remains constant, but changes with the degree of involvement necessary.
2. Physical contact may be necessary for involvement. We communicate in more than one modality. Auditory communication is only one mode.
3. Example is the best way to broadcast involvement. The teacher can provide the example with the hope it will be picked up and transmitted. This may have implication in selecting small peer groups.
4. The teacher stresses the present, the future, and only the past which relates directly to present irresponsibility. We can't treat the past. We are interested in present conscious behavior. A great concern for most teachers is "lifting the rock" and not being able to work with what crawls out.
5. Do not censor a child's activities so often that he has an opportunity to do praiseworthy things.
6. Be alert to other than verbal expressions of distress or attitude.
7. A child may react and he may think. He may just react.
8. It is important to establish set boundaries with a child as a basis for distinguishing between responsible and irresponsible behavior.

9. For behavior that is unacceptable you don't excuse it, but you don't "punish" it either. You remain tough, sensitive, honest, willing to listen; and as often as possible to say, "yes". You show weakness by indifference.
10. Interaction should be short and often. Tend to tune you out when you lecture. The more contacts made with the child the less isolated he feels (strengthens your involvement).
11. We have a tendency to continue with something that is going well and this is our vehicle for worthwhileness. Give a child a reward for a good job and give him new experiences to demonstrate his worth.
12. If one child misbehaves in the group, during the group task, criticize the group to maintain the group standards. Don't single out individuals in an unsuccessful manner.
13. Prepare the child for your classroom. Tell the child my standards are different--use the personal approach. The impersonal role doesn't mean anything to a child. Teach the child to love you and the class. You can't educate for society in general. The world has different standards. The school can't offer the same behavior standards that are acceptable at home. You can't educate society in general, but you can educate for adaptability.
14. Have no mysteries--lay the cards on the table with the child--say it, "Am I getting close to him, or helping him get close to others?" Don't resort to vindictiveness or sarcasm.

Many of the above relate more to the classroom but can be employed in ıon-academic settings.

Administrators should keep the following in mind when initiating ıctivity and instructional programs of student involvement:

Instructional

1. Cocurricular activities should furnish a rich source of motivation for class instruction.
2. Classroom instruction should furnish a rich source of motivation for cocurricular activities.
3. Cocurricular activities must be considered as an integral part of the total instructional program rather than as extra or as an independent program.

Activity

1. The administration must demonstrate a favorable attitude toward this phase of the school's program.
2. Whenever possible, activities should be scheduled on school time.
3. Provision should be made for the objective evaluation of the activities program.
4. Community support, not domination, should be encouraged.
5. It must be clearly understood by all that the principal is the responsible head of the school.

Staff Leadership Guidelines

1. The degree of success of the program depends, to a large extent, upon the intelligent and whole-hearted leadership from faculty advisors.
2. The teacher must remember that he is primarily an advisor and counselor.
3. The advisor must be held accountable for the results achieved by the activity for which he has assumed responsibility.
4. Consultants may be used as needed when available, but responsibility for the consequences must be assumed by the school advisor.

5. Even though teachers should accept their full share of the responsibility for the whole program, they must not be exploited.

Let's get back into the business of educating our young people. Help, don't hinder their progress.

THE STUDENT: WHAT HE OR SHE BRINGS TO A DESEGREGATED SETTING

John S. Favors

This presentation will concern itself with the activities of three Bay Area school districts as they move in the direction of school desegregation or integration. It is hoped that you understand the basic difference between desegregation and integration. I define desegregation as a physical mixing of bodies. I define integration as a type of spiritual togetherness, the kind of togetherness where boys and girls academically profit from being together. It must be understood, however, that the profit must not be at the expense of the pupils' cultural differences.

Two conditions are very clear as we discuss desegregation in the United States of America. They are as follows:

1) Racism is the number one problem of our Nation. The tentacles of racism have effectively influenced what every pupil brings to his classroom, including his teachers and administrators.

Dr. Favors is Principal of Clawson and Ralph Bunche Schools, Oakland, California.

2) The major confrontation point in desegregation is centered around the relationships between blacks and whites.

The literature is replete with facts relative to the failures of pupils who live in the ghettos of our nation. Numerous writers, researchers, and public speakers constantly call attention to the many difficulties experienced by these children and those who work with them. The plight of the ghetto pupil is clearly stated by Deutsch, as he writes, "However, as is brought out in many studies, disadvantaged children fall progressively farther behind their middle-class counterparts as they spend more years in school." (The Disadvantaged Child, Basic Books, Inc., N.Y., 1967.)

To comment on but a few, Kenneth Clark in "Alternative Solutions to Education", Frank Riessman in The Culturally Deprived Child, A. Harry Passow in Education in Depressed Areas, Price Cobb and William Greer in Black Rage, and Whitney Young, Jr., in his publication To Be Equal, all support the thoughts of Deutsch. However, they equate disadvantaged and blackness as being one and the same. To say the least, the black pupil in our culture is faced with an additional problem in a racist society -- the problem of his skin color as viewed by the majority.

The action of educators relative to the failures of ghetto children was ably summarized by Marcus Foster,

Superintendent of the Oakland Public Schools, as he commented in a speech to parents and educators, "Our schools are marked with failures and nobody knows how to change these conditions. If they knew, they would change them."

School districts across the nation have long sought solutions to increasing achievement levels of black ghetto-dwelling pupils. Much has been done across the nation to improve the achievement gains of pupils who find their roots anchored in poverty, but there are few major results that indicate progress toward solving the educational problems of the poor.

The inter-dependency of man in his ability to live both harmoniously and productively is directly related to his academic ability and particularly in his ability to develop the skills necessary to survive and produce as required in both the affective and cognitive domains. It, therefore, becomes necessary for educators to explore all possibilities that appear to hold solutions to the educational problems of our culture.

Considering the complexities of society and the nature of man, it should be readily recognized that there cannot be a simple answer to such a complex educational problem. Yet, the very existence of our society depends on the ability of educators and researchers to engage in techniques of systematic searching for solutions.

Current techniques of search have evolved into a

variety of programs and models. Integration, compensatory education, and community control of schools represent but a few of the models. Current vocabulary associated with integration, compensatory education, and community control of education as related to urban problems is as follows: power, aspiration, self-image, commitment, dedication, teacher expectations, human relations, accountability, and, more recently, efficacy. Each term represents a possible area in need of intensive investigation. A look at a school district attempting to incorporate the vocabulary synonymous with urban problems into actual operation of all three models at the same time should provide us with a program that seems destined to accomplish its goals.

Perhaps the most notable example of an educational institution taking positive steps in incorporating all models into one is found in the Berkeley, California, Unified School District. Although Berkeley's population numbers only a little over 100,000, the City has most of the major ingredients of a large urban area. It appears that all of the initial components for a successful program are included in the Berkeley Plan. The ideal solution to our urban educational crisis, according to many educators, should be found in a program of integration with all other successful models as components of the integration plan. Berkeley has attempted to incorporate

its program around the elimination of de facto segregation by racially mixing the pupils in its school district as determined by a preconceived formula to accomplish a balanced ethnic student population and a high quality human system.

After four years of attempting to integrate, the District reports that they are successful. They measure their success on the following:

1) Their pupils are together.

2) Standardized achievement test results indicate that their pupils score higher since integration (all ethnic groups).

3) There has been no significant change in the white population of Berkeley.

The ethnic composition of the school student population in Berkeley, the attitudes of the community, members of the Board of Education and the administrative staff, lend themselves to an active program of integration.

However, the elements which exist in Berkeley may not exist in other school districts. Just a year ago, the Unified School District of San Francisco found itself in grave trouble over an integration program. The Superintendent of Schools was never given a chance to lead his schools in a togetherness program. Almost from "day one", he failed to gain the support of his sub-administrators, as well as many teachers and parents.

During the summer of 1972, from June 28th until

August 6th, the Stanford University School of Education, in cooperation with the Oakland Unified School District, operated a summer school enrichment program for 160 girls and boys in the upper elementary and junior high school age range.

Although other ethnic groups took part in the school, it was the prime intent to create a learning environment in which black and white youngsters could work together on cooperative tasks, sharing equally the many roles required by the tasks.

Two important events occurred to help achieve the equal sharing of participation among black and white students. First, there was a two week intervention period in which all of the students learned some new skills, built their own projects, demonstrated to each other the new skills learned.

Second, there was a four week classroom session in which the black and white youngsters worked together in small groups and participated in active problem-solving programs.

This program represented an attempt to answer questions that educators are trying to solve in an effort to provide a quality learning environment for integrated classrooms and schools. Previous work and experience suggest that desegregated schools do not always provide

a learning climate in which black and white students can work together on equal terms. Establishing the conditions that lead to observable change in behavior in terms of equality of educational opportunity was the major thrust of the project.

STAFF DEVELOPMENT: A TOOL FOR IMPROVING INSTRUCTIONAL PROGRAMS IN A DESEGREGATED SETTING

Harriett L. Pearson

RATIONALE: An exploration of the effective use of non-instructional staff in the educational program; necessity of their involvement and commitment to its goals; their interaction with students.

Training and job assistance for non-instructional staff.

I. Problem:

School can be a bad experience independent of the quality of facilities and the instructional program.

Johnny's Conflicts

(1) A disagreement with his mother concerning appropriate school apparel -- Outcome: upset with mother.

(2) Angry with mother, did not wait at designated spot for school bus -- Outcome: reprimanded by bus driver.

Ms. Pearson, a former teachers' aide, is now an elementary teacher in Ann Arbor, Michigan.

(3) Stumbled onto the bus and accidently pushed a peer -- Outcome: reprimanded by bus aide.

(4) Arrived at school early -- chilly day, he decided to wait in the building to keep warm -- Outcome: reprimanded by custodian.

(5) Completely distraught by the events of the morning, he strikes out at a peer -- Outcome: the classroom teacher sends him to the office.

(6) Because the Principal is not available and the Crisis Teacher has not arrived, he must wait in the office for 15 minutes -- Outcome: reprimanded by office staff for not sitting down and making excessive noise.

(7) He does not like his lunch, refuses to sit down -- Outcome: lunchroom aide sends him outside.

(8) Because he has arrived outside early he is disturbing the playground supervisor's cigarette -- Outcome: upon being reprimanded for the eighth time in 4 1/2 hours, Johnny "blows" and is sent home for the day.

How do non-instructional staff members really affect children?

What do we expect from non-instructional staff members, other than a yearly T.B. test and that they come to work on time? What effect do they have on the children they encounter?

II. Proposal:

It is the principal's responsibility to produce a school atmosphere that is positive and conducive to work -- everybody is involved in producing it or destroying it.

III. Recommendation:

Hold in-service training sessions and/or write up and implement job description supplements and check-lists that specify the nature of adult/student interactions.

1. Options for Training Technique:

EXAMPLES:

(1) Workshops on child growth and development, behavior, language, etc.

(2) Sensitivity sessions (dynamics of group work) using adult/adult and adult/student relationships.

(3) Role playing, adult/adult and adult/student -- presentation of problems encountered and cultural differences.

2. Options for Maintenance System:

(1) Behavior modification techniques (accent on reinforcement of good performance).

(2) Check list of behavior (for supervision by objectives).

EXAMPLES:

a) Greet students in respectful and friendly way. Ten each day.
(Specify rate.)

b) Give students opportunity to help (assume they are responsible and want to be valued members of the community).
(Specify rate.)

c) Respond to misbehavior in deliberate and professional ways.

-- no violence, physical or verbal
-- remind child of alternatives and consequences
-- reward improvement

IV. Evaluation:

Negative Approach	Positive Approach
1. Keep a tally of complaints made by students and/or co-workers.	1. Informal observation; note change in school atmosphere.
2. Set up a staff evaluation committee.	2. Note change in student behavior.
	3. Self-evaluation.

Do we as educators/administrators really understand the behavior of the children coming to our schools?

Are we too quick to label them disruptive, slow learners, underprivileged or disadvantaged?

Perhaps they are educationally separated due to a cultural difference that is misunderstood or deliberately ignored in our teachings, yet is indeed apparent in our attitudes and behavior toward them.

HUMANNESS IN EDUCATION

> Tell me dear teacher, tell me the difference. Why is Charles Scott Bane important and my Jamie isn't? Why are answers expected of Charlie -- and my boy Jamie can, during instruction time, crawl on the floor?
>
> Studin -- 'bout Greece, insects and such, seem exciting to Charlie but to Jamie -- not much...
>
> When writin stories, old Charlie comes through and you tell my little Jamie -- "stop saying, 'he do.'"

Please tell me dear teacher, 'cause I need to know
why you care -- 'bout Charlie and you teach Jamie -- "so-so."

What plans do you have for teaching my son?
Is it that he's not smart?
'cause he looks different?
'cause he's bussed?
Don't label me over anxious, I'm not, you see
I love James Edward Jones 'cause he belongs to me.
I want him to learn just as much as he can.
Cause one day -- you'll see, he'll be a great man!